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ABSTRACT

The Summer Health Science Program aimed to give minority students a chance to explore career options in various allied health fields. After initial funding and student admission problems, the program was begun on June 13, 1977. CETA (Comprehensive Employment and Training Act) paid the student's salary up to 32 hours a week for 10 weeks (20 hours of work, 10 hours of class time, and 2 hours of health science seminars). Tuition was provided through the Basic Educational Opportunity Grant or the Utah Educational Fund. The health science colleges provided part-time jobs for the students. The program enrolled 16 students--1 Native American, 8 Chicanos, 1 black, 1 Oriental American, and 5 Anglo Americans. Throughout the summer, student progress was monitored by two health science counselors. Toward the end of the program, the students and their job supervisors evaluated the program via questionnaires. Students were also asked verbally about the program's structure and how to improve it. The Program Coordinator also visited Harvard's Health Careers Summer Program and Temple University's Summer Educational Reinforcement Activity. In general, the students and job supervisors felt content with the program. The weekly seminars were the weakest part of the program. Recommendations pertaining to funding, recruitment, preparation, seminars, job placement, college participation, curriculum, and residential living were made. (HQ)

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UNIVERSITY OF UTAH
SUMMER HEALTH SCIENCE PROGRAM 1977

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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"Lo que se gana con la
mente, nunca se pierde."

-Emiliano Zapata

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UNIVERSITY OF UTAH

SUMMER HEALTH SCIENCE PROGRAM 1977

Introduction:

The Summer Health Science Program for 1977 was initiated in February, 1977, when a proposal was submitted to John A. Dixon, M.D., Vice President for Health Sciences at the University of Utah, and Keith M. Tracy, Ph. D., Health Occupations Education Specialist at the Utah State Board of Education. It was felt by the Program Coordinator for Health Sciences — Minority Affairs at the University of Utah that such a program could most effectively deal with the problems of recruitment, admissions, and retention as they pertain to the ethnic minority.

Background:

At the turn of this century ethnic minorities began to move into the state of Utah in increasing numbers. It was not until after World War II, however, that they began to attend the University of Utah in any type of identifiable groups. These continued to be small until the Vietnam era. As a result of the civil rights movement, judicial decisions, legislation, and the G.I. Bill of Rights, more and more Chicanos, Black Americans, and Native Americans came to the University of Utah.

Even though the numbers of ethnic minority students at the university increased dramatically, the numbers of minorities in the health sciences did not. Many reasons were given for this continuance of the status quo, but the most common one continues to be that they are usually not as qualified as the white majority student with whom they must compete.

Recognizing this, the then new Vice President for Health Sciences (John A. Dixon, M.D.) decided to do something about helping the ethnic minority who would like to embark upon a health science career. Besides creating the position of Ethnic Coordinator - Recruiter for the Health Sciences, an "Ethnic Student Health Science Orientation '75" was initiated in August, 1975 (see Attachment 1). This was a two day affair for minority high school students and entering freshmen. It sought to acquaint these students with life at the University of Utah, and to give them a brief overview of the health science colleges and their curricula. Seventy-five high school students were involved in this orientation.

During the summer of 1976 a "Two Week Health Science Institute for Minority High School Students" was held at the University of Utah (see Attachment 2). This was funded by a \$10,680 grant/award from the Utah State Board of Education. During these two weeks the students lived at the university in the dormitories and attended daily orientation sessions on the health sciences and the university in general. The highlight of this institute was a two day trip to Snowbird Ski Resort. Nineteen high school students and college freshmen were involved in the institute.

In June of 1976 a Special Grant was awarded to the Vice President for Health Sciences to create an Ethnic Minority Student Health Science Center. This grant came from the Department of Health, Education, and Welfare in the federal government. The immediate supervisor of this center was to be a Program Coordinator. The old position of Ethnic Coordinator-Recruiter was vacated. When the new Program Coordinator was hired he immediately set out to prepare a summer program for 1977.

In reviewing the experience of the two previous summers, it was discovered that although a beginning had been made, much still remained to be done.

Evaluation of Previous Summer Programs:

Through the advantage of hindsight it can be seen that the two previous summer programs merely dealt with a small part of the problem. They did bring students to the university so that they could see what services were available to them if they should decide to come to the university as full-time students. These students also had the opportunity to learn about health science careers, and to meet professionals from each of the health science colleges.

The two previous summer programs did not, however, give the students a chance to experience for themselves what college life is really like; the strain of having to work part-time and go to school and study the rest of the time; the opportunity to get an in-depth look at any of the colleges presented; or the opportunity to meet health science professionals on a one-to-one basis. Contact was not maintained with the students once they left the program other than to send them a thank-you letter for participating in the program. Also, these students were not prepared for eventual entrance into the university by having them go through at least a simulated exercise in filling out the myriad of forms which must be taken care of as regards the ACT, financial aids, application for admission, etc.

Since these programs were aimed primarily at recruitment among the high school students, a more comprehensive plan would have involved such institutions as Utah Technical College and Weber State College. Both of these institutions have programs in the health sciences which are completely unlike anything the University of Utah has to offer. This would have afforded the students who may not be interested in a degree program (the University of Utah offers mainly degree programs), or who cannot attend the University because of distance or preference, a chance to learn about other programs in the state.

Summer Health Science Program 1977:

The original proposal for a 1977 summer program (see Attachment 3) called for fifty economically disadvantaged students (emphasis on Black, Chicano, Native American, and Asian American) to participate in a nine week summer quarter session. This session would include both work and educational opportunities. The program would give students a chance to explore career options in various allied health fields. It would also give them a head

start into a post-secondary education. This proposal did include Utah Technical College and Weber State College as participants. Funding for this program would have come mainly from the Utah State Board of Education. \$22,200 was asked for. This was all for room and board. It was hoped that tuition costs could be taken care of through the B.E.O.G. (Basic Educational Opportunity Grant) and the U.E.F. (Utah Educational Fund). The three educational institutions were to take care of staffing, directing, recruiting, and testing for the program.

After the proposal was submitted to the State Board of Education it was learned through correspondence with Dr. Keith Tracy that direct funding was nearly impossible to acquire so late in the fiscal year. He also informed the Program Coordinator that, "...movements of students for education and training in baccalaureate and beyond programs are not vocational in nature". He went on to say, however, that if a program could be developed which aimed at a non-baccalaureate role in the health sciences then funding might be easier to acquire in the future.

Feeling that there was still hope for a summer program in 1977, the Program Coordinator scaled down the original proposal to include only 25 students at a cost of \$13,825. This was submitted to Dr. John A. Dixon to see if it would be possible for the University or the health science colleges to fund the program. Here again, it was discovered that the funds did not exist.

When it finally appeared that there would be no Summer Health Science Program for 1977 the State Board of Education notified the Program Coordinator that a possibility for some financing might exist through C.E.T.A. (Comprehensive Employment and Training Act).

Salt Lake County had received money through C.E.T.A. to develop a "Summer Work Experience Program for Economically Disadvantaged Youth". The State Board of Education was helping them with the program. In the past, the summer youth employment program had merely provided work for the unemployed youth of America, but in 1977 it was also hoping to provide them with some type of vocational training and educational experiences. The University of Utah has the facilities to provide both of these.

A plan was developed whereby C.E.T.A. would pay the salary of a student up to 32 hours a week at \$2.30 an hour for ten weeks. This money would compensate the student for 20 hours of work a week, ten hours of class time, and 2 hours of health science seminars. The program would begin on June 13, 1977 and end on August 19, 1977. Tuition would be provided through the B.E.O.G. or the U.E.F. The health science colleges were to provide the part time jobs for the students.

Although the plan sounded simple enough, problems immediately arose. As can be seen by the table on the following page, the income level that the students must come from was very low:

TABLE 1

Poverty Income Level

<u>Size of Family Unit</u>	<u>Nonfarm Family</u>	<u>Farm Family</u>
1	\$ 2,800	\$ 2,400
2	3,700	3,160
3	4,600	3,920
4	5,500	4,680
5	6,400	5,440
6	7,300	6,200

This necessitated a heavy recruitment program to find twenty-five students who were poor enough to qualify for C.E.T.A., but who were also high school graduates and wanted to come to college during the summer. For a while it appeared that there were not twenty-five poor high school graduates in the state.

As part of the recruitment effort letters were sent to local high schools which might have "disadvantaged" students (see Attachment 5). The reason for the "disadvantaged" and not "minority" emphasis is that C.E.T.A. works with non-minorities as well as minorities, and it was C.E.T.A. who was providing the bulk of the funding for the program. Local agencies which worked with the "disadvantaged" were also notified with a similar letter (see Attachment 6). Phone calls were then made to the schools and agencies as a follow-up to the letter.

From all of this a small group of students gradually evolved who could qualify for the C.E.T.A. summer youth employment program. The next step was to get them qualified for admission to the university, and to have them apply for financial aid. Here again, problems arose. Poverty seems to go hand in hand with poor academic performance. Several of the students were ex-high school drop-outs who had enrolled in the S.E.R. (Service Employment Redevelopment) program to receive their G.E.D. (General Education Diploma). Others were enrolled in regular high schools, but their records were so full of failed classes that they were currently doubling up on classes so that they could graduate in June. In their defense, it must be said that most of the students did want to make something of themselves and go on with their education.

Due to the high state of bureaucracy that our society is currently in, each student had to fill out a total of eight forms in order to find out if he/she qualified for the program. These were:

- 1- B.E.O.G. (Basic Education Opportunity Grant) Application.
- 2- F.A.F. (Financial Aid Form) Application.
- 3- S.F.S. (Student's Financial Statement) Application.
- 4- University of Utah Financial Aid Application for 1977.
- 5- University of Utah Financial Aid Application for 1978.

- 6- Application for Admission to the University of Utah
- 7- C.E.T.A. Summer Employment Program Application
- 8- Application for Summer Health Science Program

In addition to the burden of filling out these forms, deadlines had to be watched for, and fees for applying had to be taken care of (the F.A.F. has a \$4.00 fee attached to it, and the University of Utah application has a \$15.00 fee attached to it).

Another problem is that to be admitted to the University of Utah a student must have taken the A.C.T. Many of the students who applied for the summer program had not taken the A.C.T. in time to apply for admission to the university during summer quarter. It was therefore necessary to find an alternate method of entrance for these students. In consulting with Mr. Normand Gibbons, Registrar of the University of Utah, it was learned that students could take the S.C.A.T. at the university's testing center. This test was given once a week and was used for those students who needed to enroll quickly. Mr. Gibbons was also able to waive the \$5.00 fee that went with taking the test and the \$15.00 application for admission fee.

Once all the paperwork was taken care of we found that we had a total of eight students who were qualified to be in our summer program. These were people who had just finished, or were in the process of finishing, the requirements for a high school diploma. Since summer employment positions were still available through C.E.T.A., we decided to expand our program to include minority students who were currently enrolled as freshmen or sophomores at the university. This added four more students to the program.

After this initial success we felt that we had enough of a program to request additional funds from Dr. Dixon to enlarge and strengthen the summer program. A request for \$2,610 was submitted and approved. With this money four more students were included in the summer program to bring the total to sixteen. Listed below in alphabetical order are the students who were accepted for the Summer Health Science Program 1977:

TABLE 2

<u>Name</u>	<u>Ethnic Group</u>	<u>Year in School</u>	<u>Job Placement</u>
1- Eva Abe	Native American	Incoming Freshman	Pharmacy
2- Delphi Alvarado	Chicana	College Freshman	Pharmacy
3- Julie Apodron	Chicana	College Freshman	Medicine
4- Marlon Brooks	Black American	College Sophomore	Medicine
5- Lillian Cohen	Chicana	Incoming Freshman	Medicine
6- Juanita Fernandez	Chicana	Incoming Freshman	Health
7- Jan Garrett	Anglo American	Incoming Freshman	Medicine
8- Cathy Maes	Chicana	Incoming Freshman	Health
9- Don Moore	Anglo American	Incoming Freshman	Pharmacy
10-Mark Nishikawa	Oriental American	Incoming Freshman	Pharmacy
11-Ronald Parker	Anglo American	Incoming Freshman	Medicine
12-Shirley Salazar	Chicana	College Freshman	Medicine

-continued-

TABLE 2 (cont.)

<u>Name</u>	<u>Ethnic Group</u>	<u>Year in School</u>	<u>Job Placement</u>
13-Terri Sheffield	Anglo American	Incoming Freshman	Medicine
14-Vicki Throckmorton	Anglo American	Incoming Freshman	Health
15-Karleen Varoz	Chicana	College Freshman	Medicine
16-Peter Ventura	Chicano	College Sophomore	Medicine

With these sixteen students the first Summer Health Science Program at the University of Utah was officially begun. On June 13, 1977 the first phase of the program involved the students in an orientation session which lasted throughout the week until June 17, 1977. This session concerned the various facilities, programs, and agencies available to the students who attend the University of Utah. It was during this week that the students also began to work part-time (20 hours per week) at one of the health science colleges.

In order to provide the students with jobs at the colleges each college had been asked to find some positions for students which would give the individual student some exposure to a health science career. After the positions were submitted to the Program Coordinator, each student was given the opportunity to choose a job which might suit him/her. On June 13, 1977, in addition to the orientation session, each student was interviewed by a faculty member from one of the colleges. This worked out quite well, and there was not a single complaint regarding work assignments at that time.

During the week of June 20-24, 1977, health science seminars were held at each of the health science colleges, and at the College of Social Work. These were daily two-hour sessions which covered many of the different aspects concerned with gaining admission to a college, course requirements, prerequisites, financial aid, job opportunities, etc. These seminars continued throughout the summer on a two-hour a week basis.

On June 27, 1977, the students registered for their college classes. Each student was encouraged to take 10-12 hours of coursework for the quarter. They were asked not to take more than twelve credit hours, however, because of the heavy work load they were already carrying and the weekly seminars they were supposed to attend. The Summer Health Science Program students also were informed that they would be paid for the 32 hours of work and schooling that they would put in each week.

Once the Summer Quarter began, the students adjusted themselves quite well to the 32 hour a week schedule. The only serious problems arose with the students who had had a very poor academic record in high school. One of these students was not able to acquire her G.E.D. by the beginning of the quarter and was thus not able to enroll in the college classes. Three others were not able to handle the college coursework once they enrolled in the classes, and one other student became disenchanted with college life and decided to forego the summer program. All of these students were therefore dropped from the program after extensive counseling and the consideration of alternative programs for retention. The first terminations occurred on July 18, 1977.

As the summer progressed it could also be seen that the weak link in the program was the series of one hour seminars held twice a week on Tuesdays and Thursdays. From the beginning it was difficult to line up speakers to attend because so many of the faculty were not on campus during the summer, and many of those who were had already participated in the seminars held during the week of June 20-24, 1977. Field trips, movies, and a few available guest speakers were therefor the mainstay of the summer seminars. It became evident that much more planning would have to go into creating a viable seminar presentation for future summer programs.

Throughout the summer student progress was carefully monitored by two Health Science Counselors. Each of these counselors took eight students to begin with as their own special wards. If a student had a particular need such as tutoring help, then it was the job of the counselor to provide for that need. As a result of this relationship a close bond developed between the counselors and their assigned students. In addition to helping the students, this was a good opportunity for the counselors to gain some valuable professional experience in a social service field.

Towards the end of the program questionnaires were handed out to both the students and their job supervisors to gauge their feelings about the summer program and their participation in it (see Attachment 7). From the job supervisors we received such comments as these:

- 1- "I have had other students in similar programs in past years, but Mark is really the best I have had." - Instructor from College of Pharmacy
- 2- "Program has worked very effectively." -Instructor from College of Health
- 3- "I felt the screening for potential students in the health sciences should be more selective. Even though Marlon was an excellent student, we received two other students on the program that were not suitable. I feel that if a student does not have the necessary academic credentials to start college they should not be accepted." - Instructor from College of Medicine
- 4- "We are indeed happy to have Vicki in our Division." -Instructor from College of Health

The students had this to say about their jobs:

- 1- "The people I work with have patience and I never feel pressured." - Chicano sophomore
- 2- "My job deals with the culture of bacteria that thrives on rye grain called Ergot. I feel that what I am doing will help me at a future date in my health science major by helping me gain knowledge in chemistry, physics, biology and pharmacy." - Anglo American freshman

- 3- "Real good. He teaches and tests you, and the staff are mainly other students." - Chicano sophomore
- 4- "I feel that I am definitely overqualified when comparing my educational background to the present occupation that I am employed in." - Oriental American freshman
- 5- "I don't think it relates to my career (nursing). It would be good if I wanted to be a secretary. I would have rather worked in a hospital." - Chicana freshman
- 6- "This summer I have grown to respect the science field and the people who work in it." - Black American sophomore

In general, most of the job supervisors and students felt content with what they were doing throughout the summer. A closer evaluation of the job component of the summer program will be presented in the RECOMMENDATIONS part of this report.

A week before the program ended the students were also queried verbally about the structure of the program and how it could be improved. Here again, the weekly seminars surfaced as the weakest part of the program. It was also pointed out that more emphasis should be placed on preparing the students for the academic side of college life. These topics will also be discussed in the RECOMMENDATIONS part of this report.

The 1977 summer program officially ended on August 19th.

Other Health Science Summer Programs:

Many other universities and colleges throughout the nation have summer health science programs which have proven to be quite successful. Most of these were initiated around 1970. The majority appear to be funded through federal, state, or foundation grants. The diversity among individual programs is great, but they are all similar in purpose -- an increase of the disadvantaged and minorities in the health science fields.

Since this was the first in-depth Summer Health Science Program at the University of Utah, it was felt by the Program Coordinator that much more information than was available at the university was necessary in order to structure a complete program. For this reason the Program Coordinator made contacts throughout the nation by mail and phone to find out which programs were successful, and which might be beneficial to visit. As a result of all of this, the Program Coordinator visited two of the older, more successful programs. One of these visits, that to Harvard University, also involved a day of recruitment whereby seventeen prospective medical students were interviewed. Given on the following page are a few of the observations made on these visits:

1- Health Careers Summer Program at Harvard University:

Harvard has one of the oldest summer programs in the country for the ethnic minority health science student. It has been in existence since 1969 with the primary purpose of increasing the pool of minority and disadvantaged applicants to health science schools.

The program offers the student intensive academic opportunities combined with a variety of experiences in hospitals, clinics, and laboratories at Harvard and in the Metropolitan Boston area. The academic component consists of one course in science or math and a small group seminar in math or science.

Recruiters from other health science colleges are asked to come in and interview prospective students. Students also observe and participate in different activities at the hospitals and clinics affiliated with the Harvard Medical and Dental Schools and the School of Public Health.

Room and board, travel expenses, tuition and lab fees, spending money and food allowances are all taken care of by Harvard.

The program is funded by Harvard University and a training grant from the Department of Health, Education, and Welfare. In 1977 there were 120 students in the summer program, and most of these had just finished their sophomore or junior year as an undergraduate.

2- S.E.R.A. (Summer Educational Reinforcement Activity) at Temple University:

The Summer Educational Reinforcement Activity at Temple University gives the health science staff an opportunity to see future ethnic minority students close up under a simulated med school experience. The program lasts seven weeks through the summer quarter, and students are expected to attend daily classes which cover some of the material each student will encounter once he/she becomes a matriculated medical student. In addition, the students must spend some time in hospital labs and wards becoming more familiar with the workings of a large city hospital.

S.E.R.A. also seeks to sharpen student techniques, form study groups, and help the students avail themselves of the wide range of academic resources in the School of Medicine. This also gives the students an opportunity to find out for themselves if medicine is truly the field of endeavor they wish to embark upon.

Each student receives a weekly stipend while attending S.E.R.A., in addition to receiving help with any pre-enrollment problems that might occur, such as housing, employment for spouse, and child care.

Once a student has gone through the S.E.R.A. program he/she is ready to attend the School of Medicine at Temple University. In 1977 there were 28 pre-matriculants enrolled in S.E.R.A. The program is funded by both Temple University and the Office of Health Resources Opportunity, Health Resources Administration, Public Health Service, U.S. Department of Health, Education, and Welfare.

Charles E. Odegaard, who has just completed years of research on minorities in medicine, has this to say about summer programs:

"It is commonly reported by medical schools that although the minority applicant pool and the numbers admitted have recently leveled off, the quality of educational preparation has improved, so that fewer students have serious academic difficulties than was the case in the late 1960s and early 1970s. Summer programs do help. Even if both predominantly black and predominantly white colleges are graduating a greater number of better-prepared minority candidates for medical school, there is still a need to provide assistance to minority college students to increase the number eligible for admission to medical education."¹

Recommendations:

Much was learned from the Summer Health Science Program 1977, and from this knowledge come the following recommendations:

- 1- Funding. This is the single most important aspect of this program. The main reason for this is that so little was available at the beginning that the program had to be put together in a patch quilt fashion. As was shown earlier, funds had to come from several sources and this necessitated abiding by many different guidelines. The source where a good portion of the funds came from (C.E.T.A.) had the most rigid guidelines, and this affected the quality of students we could engage.

For the future we would like to find one single contributor so that we can gear our programs to only one set of guidelines. We believe the program is flexible enough to abide quite well with any single set of guidelines (such as pre-matriculants, vocational vs. baccalaureate, etc.). We further believe that the program can be geared to as much money as is available when it comes to numbers of students involved.

1- Odegaard, Charles E., Ph.D., Minorities in Medicine - From Receptive Passivity to Positive Action, (Baltimore: Port City Press, 1977), p.102.

- 2- Recruitment. We should begin to recruit students early in the school year so that all of the paperwork and screening can be done early enough to choose the best candidates for the program. Because the 1977 program began so late the maximum number of students allowed by C.E.T.A. was never reached (25).

If we are funded by an agency that does not have the stringent economic guidelines which C.E.T.A. had for 1977 we will be able to recruit those students with better academic backgrounds. This will probably ensure a higher success ratio as was shown by the types of students who did succeed in the summer program.

We learned by the example of the CHISPA program that the academically proficient minority student does exist, but we also learned that very often these students cannot qualify as disadvantaged. It is among these students, however, that the best chances for recruitment and success lie.

- The recruitment for next year's summer program could be coordinated with the High School recruiting at 25 high schools statewide. This should provide an adequate period for screening and alleviate many of the problems to be found in seeking financing at the last minute.
- 3- Preparation. The students who will enroll in college classes for the summer need to be better prepared for the academic life they are embarking upon. The first or second week of the program should therefore be devoted to teaching students how to study, budget their time, use reference materials and the library, etc. Some of the students who completed the 1977 summer program were still in need of better study habits.
- 4- Seminars. The seminar program needs to be strengthened. More diversity coupled with the participation of all of the colleges is called for. Field trips to each of the colleges and departments was recommended by the 1977 students. Field trips to downtown health service agencies and to other colleges and trade schools was also recommended. The seminars should also be held only once a week for a two hour period because of academic and employment commitments.
- 5- Job Placement. Each student and job supervisor should have a greater voice in choosing where they will work or who will work under them, as the case may be. Most of the job supervisors showed an interest in having a student work with them during future summers. The little dissatisfaction that did surface came about as a result of the brief screening period which was afforded to both job supervisors and students. With a longer period of screening this problem may be greatly alleviated. It was shown during 1977 that a feeling of worth and accomplishment must accompany each position for the student to remain in that particular health science area.

Better placement of each participant could be made if each supervisor provided a concise description of the job duties prior to placement in addition to a tour of the job location to more adequately inform the student. Furthermore a greater effort should be made to place each student in a job more closely related to their career goals.

- 6- College Participation. The response for the 1977 summer program was very good from three of the health science colleges. This will probably be of benefit to each of these colleges as it has given the disadvantaged and minority students who participated a very good opportunity to develop a career orientation towards some of the fields these colleges espouse. It was with a feeling of frustration that we were not able to involve the fourth health science college more than we did because we had four ethnic minority students interested in this particular college and two disadvantaged non-minority students. It is hoped that in the future all of the health science colleges will participate fully. This part of the program needs further study and consultation.
- 7- Curriculum. Because of the diversity of students backgrounds, most students found themselves isolated from other students in the program, thus creating further difficulties in the participants transition from a high school to a college environment. This lack of common curriculum prevented the members from forming a cohesive group. The inclusion of a single required course such as Health Science 305, "Community Health Problems" or a similar course may alleviate this problem in the future.
- 8- Residential Living. The addition of dormitory space for all the participating students would help coordinate both social and academic activities of the program. In addition, a greater group cohesiveness would also aid incoming freshmen in more easily adapting to academic life by having current college students nearby to provide guidance. An additional problem for many students was commuting to classes at 7:30 a.m. Many of the students had to ride the bus.

Summary:

Although the ethnic minority population in Utah is sizeable, not much has been done in the past to prepare students from each of the minority groups in this area for entrance into a health science college at the University of Utah. Most efforts in the past were aimed at recruitment, but as the low graduation rates of the colleges show, recruitment alone is not enough. In fact, it was only a couple of years ago that the first Chicano M.D. from the state of Utah was graduated from the College of Medicine. Since that time there have not been any great changes in the

admission of minorities from the state to the health science colleges. The admission and retention of ethnic minority students from other states appears to be far more successful than it is with students from Utah. Why? It appears that the students from other states are better prepared academically for admission to a University of Utah health science college.

During the Program Coordinator's recruitment effort at Harvard University it could easily be seen that those students (none of whom were from Utah) had much better records than most of the students the Program Coordinator has interviewed at the University of Utah. This statement can be seen in a better perspective if one stops to consider the fact that the students at Harvard had mainly average to below average G.P.A.s and M.C.A.T. scores for entering med school freshmen. Yet, these are the students the applicants from Utah must compete with and can't seem to match.

For every ethnic minority student from Utah who is accepted to a health science college how many others are lost? The answer to this is many. The Summer Health Science Program sought to alleviate the problem by giving the students an edge on those who do not participate in such a program. It gave the students the opportunity to see what college and a career in the health sciences are all about. It enabled them to apply for financial aid and to learn what study aids are available to them. At this time, all eleven finishing students are eligible for financial aid at the University of Utah. All eleven are also functioning as regular university students with a chance for success.

Most researchers in the state seem to agree that the effectiveness of the schools to deal with the problems of the ethnic minority in Utah will not improve measurably. If this is so then it will be up to the post secondary institutions to either relax their standards of admission or else develop programs of equalization to increase the number of minority admissions to these same institutions. We know now that to simply ignore the problem, to believe that it will take care of itself with time, or to say that it does not exist will not do the task which must be done. We also know that the educational institutions will probably not relax their admission standards due to current legislation and judicial cases such as the Bakke case. There is really only one answer to all of this, and it something that far-sighted ethnic minority advocates have been asking for all along. This is to bring ethnic minority students up to a level of parity with their Anglo-American counterparts so that they can compete with them on equal grounds without the need for "special" admission standards. The Summer Health Science Program is the first step in this direction.

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ATTACHMENTS

ETHNIC STUDENT HEALTH SCIENCE ORIENTATION '75Friday, August 8, 1975

8:00 a.m.	Pick up sweet rolls, milk and orange juice - Ballif Hall.
8:30 - 9:00 a.m.	Registration at Austin Hall - Refreshment break
9:15 - 9:45 a.m.	Placement Center - Sam Morrison
9:45 - 10:15 a.m.	Counseling & Testing Center - Jay Wilimek
10:15 - 10:45 a.m.	Learning Skills - Ralph Vanderlinden
10:45 - 11:15 a.m.	Financial Aids & Scholarships - Harold Weight
11:30 - 12:00 noon	Ethnic Reading & Tutorial Center - Phil Romero
12:15 - 1:15 p.m.	Lunch - Ballif Hall Cafeteria
1:15 - 3:15 p.m.	College of Health
3:30 - 5:00 p.m.	College of Nursing - Refreshment Break
5:30 - 7:00 p.m.	Barbecue - Ballif Hall outdoors (40)
7:30 - 9:30 p.m.	Recreational Activities - College of Health (Swimming, Basketball, etc.)

Saturday, August 9, 1975

6:30 - 8:30 a.m.	Breakfast - Ballif Hall Cafeteria Pick up refreshments for College of Medicine and Pharmacy also lunch sacks (23)
9:00 - 12:00 noon	College of Medicine and University Hospital Refreshment Break
12:15 - 1:15 p.m.	Picnic Lunch - College of Pharmacy outdoors
1:30 - 3:00 p.m.	College of Pharmacy - Refreshment Break
3:15 - 4:30 p.m.	General Session and Evaluation (College of Pharmacy)

Panel Members:

Dr. Smith
 Dr. Summers
 Linda Saylor
 Kathy Garcia
 Jean Devenport
 Orlando Cuellar (possible) 278-4917
 Film of the U. of U.
 Evaluation

5:30 - 6:30 p.m.

Dinner - Ballif Hall Cafeteria

COLLEGE OF HEALTH

Orientation - August 8 1:00-3:00 p.m.

- 1:00-1:10 Overview of College Programs - Dean O.N. Hunter N-236
- 1:15-1:45 Introduction to Leisure Studies (Video Tape) N-236
- 1:50-3:00 Small Group Discussions
- 1:50-2:10
- Group I - - Physical Therapy - Dr. Kent Allsop N-230
- Group II - Health Science - Dr. Jerry Braza N-243
- Group III - Physical Education - Dr. Keith Henschen N-222
- 2:15-2:35
- Group I - Health Science - Dr. Jerry Braza N-243
- Group II - Physical Education - Dr. Keith Henschen N-222
- Group III - Physical Therapy - Dr. Kent Allsop N-230
- 2:40-3:00
- Group I - Physical Education - Dr. Keith Henschen N-222
- Group II - Physical Therapy - Dr. Kent Allsop N-230
- Group III - Health Science - Dr. Jerry Braza N-243

COLLEGE OF NURSING

ORIENTATION - AUGUST 8, 1975 3:30-5:00 p.m.

Students will be divided into three groups and rotated:

3:30-3:55	Group I	Punch and cookies in the Faculty Lounge. Informal discussion relating to nursing.
	Group II	Tour of building.
	Group III	Learning Resource Laboratory.
4:00-4:25	Group I	Tour of building.
	Group II	Learning Resource Laboratory.
	Group III	Punch and cookies in the Faculty Lounge. Informal discussion relating to nursing.
4:30-5:00	Group I	Learning Resource Laboratory.
	Group II	Punch and cookies in the Faculty Lounge. Informal discussion relating to nursing.
	Group III	Tour of building.

Health Science Orientation 1975

College of Medicine, Saturday, August 9th

9:00 AM - Tour of Medical Center

1st Floor - Pharmacy
Family Practice
Poison Control
Rehabilitation

2nd Floor - Newborn Intensive Care

9:30 AM - Radiology- Discussion - Mike Melendez

Classroom B

10:00 AM - Break - Dean's Conference Room

10:15 AM - Eccles Library
Learning Resource Center

10:45 AM - Gross Lab - Dr. Schaffer

11:30 AM - Discussion with Medical Students
Dean's Conference Room

The students will be broken into two groups for the 1st section of the tour. They will meet as a group in Classroom A for the Radiology Discussion. After the break they will proceed to the Library. Half of the students will view a film on surgical procedure, while the other group will be given a demonstration of the learning facilities.

The students will proceed as a group to the Gross Lab.

At 11:30 medical students will discuss their experiences with the high school students in the Dean's Conference Room.

ETHNIC STUDENT HEALTH SCIENCE ORIENTATION '75

COLLEGE OF PHARMACY PROGRAM

Students will be divided into two major groups; each group will be divided into subgroups of three to four students for laboratory experience.

1:30 - 2:05

I - Medical Technology - Diana Voorhees

**II - Pharmacy - H. Richard Shough, Jean K. Devenport,
graduate and undergraduate students**

2:10 - 2:45

I - Pharmacy

II - Medical Technology

2:45 - 3:00

**Both groups will meet informally with Dean Ewart Swinyard
Refreshments (Student Lounge)**

THE UNIVERSITY OF UTAH

SALT LAKE CITY 84132

JOHN A. DIXON, M.D.
VICE PRESIDENT FOR HEALTH SCIENCES

A Two Week Health Science Institute for Minority High School Students

(An Experiment in Recruitment and Health Careers Exploration)

The Deans of the College of Medicine, Nursing Pharmacy and Health at the University of Utah jointly propose a Summer Institute to be held June 1976. The University is seeking a cooperative effort with the State Board of Education and the State's Secondary School Districts.

The goal of the Institute is to increase the visibility and enrollment in the health related professions from minority groups by providing an introduction to the opportunities for useful careers in those professions (e.g. medicine, pharmacy, dentistry, audiology, nursing, speech pathology, immediate and subsequent matriculation in health profession institution. The Institute will be interdisciplinary in approach: and specifically designed to develop and perpetuate an interest among the Black, Spanish-surnamed, Native American, and Asian student populations in an attempt to adjust the gross under-representation of minorities in the health professions.

The Summer Institute for High School Students will be limited to approximately twenty minority students from the State of Utah who are entering their junior and senior year in high school. The program will include lecture series with speakers from various related health disciplines, laboratory and clinical workshops, field trips to health care and clinical laboratory facilities, demonstrations, films, and recreational activities. Extensive counseling and curriculum planning on an individual and personalized basis will be an intrinsic part of the Institute, including provisions for a follow-up program for continuing academic counseling, program planning and advice in obtaining financial and tutorial assistance as needed. Three hours of college credit will be awarded to each student.

The Summer Institute will be coordinated and administered by the University of Utah Ethnic Center for Health Sciences, under the direction of Filemon Martinez, Ethnic Coordinator/Recruiter for Health Sciences. An Advisory Committee, composed of University officials and faculty will assist the Director in setting operational policies and program itineraries. A dormitory and counseling staff will provide continued and immediate counseling and supervision to the students during the two weeks. The teaching faculty will be selected from within the four Health Science Colleges and it will be their responsibility to develop and present lectures which will be specifically designed for and conform to the objectives of the Institute. The educational program will be intended to be both informative and interesting; but most of all conducive to the atmosphere generated by a professional environment.

The twenty minority students will be selected by the Advisory Committee to the Ethnic Coordinator/Recruiter for Health Sciences from the pool of students interviewed at the high schools during the school year 1975-76. Filemon Martinez, Ethnic Recruiter for Health Sciences, will be conducting the interviews and gathering background information at approximately twenty-five high schools. These high schools will have a high concentration of minority students. The recruiter will seek advice and recommendations from high school counselors, teachers and administrators as well as from local minority community groups. The following criteria may be used in selecting the participants:

1. Eligibility: minority and appropriate class level (completion of two years of high school).
2. Must be in good academic standing at present school.
3. Interest in a career in health related profession. (An effort will be made to select a cross section of interests in various fields, but no attempt will be made to set quotas).
4. Grades: high school applicants, minimum of a C average in basic science courses, no upper limit.
5. Geographic location: a broad distribution from the State of Utah will be the goal, so as many schools as possible are represented, but no quotas are set for the number of participants from a given school nor a city or region.
6. With the above criteria and factors in mind, the Advisory Committee's qualitative assessment of the applicant's statement and personal evaluation of the applicant by counselor, faculty member, or administrator will form the basis for final selection.

Those students accepted to the program will be sent a Participant Acceptance Form to certify their intent to participate. Prior to their arrival on campus, the participants will also receive an institute packet, containing a participant attendance list, room assignments, health forms, travel release forms, and an institute program and schedule of activities.

The high school program will be concerned with orienting the participants towards the health professions and opening channels of communication with representatives of the various professions and relative academic and/or assistance programs. Throughout the institute, the dormitory and counseling staff will conduct evening "rap sessions" in which the participants voice their opinions about the operational policies and structure of the Institute. This will allow the administrative staff to make immediate and constructive adjustments. At the completion of the Institute, each participant will respond with a final assessment of his or her evaluation of the program. This written information will give the staff the opportunity to evaluate the effectiveness of the program in terms of the student's needs and desires, and to reformulate parts of the initial structure to better accomplish the intended goals.

June 14-25, 1976

Monday, June 14, 1976

8:00 AM - 11:00 AM	Registration - Room check-in - LOBBY AUSTIN HALL (See campus map for direction)
11:00 AM - 12 noon	Orientation
12 noon - 1:00 PM	Lunch
1:00 PM - 2:00 PM	Campus and Medical Center Tour
2:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Tuesday, June 15, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Pharmacy; Medical Technology Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Science Occupations Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Wednesday, June 16, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Medicine Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Science Occupations Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Thursday, June 17, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Nursing Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Science Occupation Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Friday, June 18, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Health Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Science Occupations Course

3:00 PM - 5:00 PM	Student Services Overview (Placement Center, Minority Center, Tutorial Services, Academic Advising, Counseling Center, Financial Aids, etc.)
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Saturday, June 19, 1976

10:00 AM	Depart to Snowbird
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Sunday, June 20, 1976

1:30 PM	Arrive from Snowbird
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Monday, June 21, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Pharmacy; Medical Technology Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Science Occupations Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities

Tuesday, June 22, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Medicine Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Occupations Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities

Wednesday, June 23, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Nursing Overview
12 noon - 1:00 PM	Lunch
1:30 PM - 2:30 PM	Health Occupations Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Thursday, June 24, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 12 noon	College of Health Overview
12 noon - 1:00 PM	Lunch

1:30 PM - 2:30 PM	Health Science Occupations Course
3:00 PM - 5:00 PM	Learning Skills Center
5:30 PM - 6:30 PM	Dinner - Guest Speaker
7:00 PM - 8:00 PM	Small Group Discussions
8:00 PM - 9:30 PM	Recreational Activities (optional)

Friday, June 25, 1976

7:30 AM - 8:30 AM	Breakfast
9:00 AM - 10:00 AM	HCSP Evaluation
10:30 AM - 12 noon	Academic Advising
	Entering Freshman Registration
12 noon - 1:00 PM	Lunch
1:00 PM - 3:00 PM	Room Check Out

*Please bring enough clothes for two weeks. Laundry facilities will be available.

PROPOSAL

College Health Science Experience '77 (Summer Quarter)

I. Participants:

- A. Fifty economically disadvantaged students (emphasis on Black, Chicano, Native American, and Asian).
- B. Counselors and Instructors
 - 1. University of Utah
 - a. 1 counselor
 - b. 2 instructors
 - 2. Utah Technical College
 - a. 1 counselor
 - b. 2 instructors
 - 3. Weber State College
 - a. 1 counselor
 - b. 2 instructors
- C. Part-time Health-Science Jobs
 - 1. University Hospital Personnel
 - 2. University Placement
 - 3. Local Clinics, Hospitals, Nursing Homes, etc.
 - 4. Co-op, Workstudy, Work Experience (State Board of Education)
- D. Dormitory Advisors
 - 1. 3-4 Health-Science Students on Workstudy

II. Selection and Housing:

- A. The fifty minority students will be selected by the Advisory Committee to the Program Coordinator for Health-Sciences from the pool of students interviewed by the recruiters, high school counselors, teachers and administrators, on the basis of academic performance, financial need and health-science career interest.
- B. Students live in dorms at the University of Utah. Field trips include Utah Technical College and Weber State College.

III. Purpose:

- A. Identify academic abilities and deficiencies of each student.
- B. Determine health-science career interests.
- C. Work Study Program. Students work part-time in health-science related jobs. Opportunity for students to explore career options in various allied health fields.

- D. Summer program will give disadvantaged students a head start into college and in particular health-science studies where as a result they will gain entry into an excellent job market. The end result being that students from disadvantaged backgrounds can contribute towards the well-being of the underserved communities and they achieve a personal goal otherwise unattainable.

IV. Program:

June 1977 (week before Summer Qtr)

1. Identify academic abilities and deficient learning skills in english, math, science through testing.
2. Career Interest tests administered to students.
3. Testing to determine each students' knowledge of health-science occupations.

Summer Qtr. '77

1. Students enroll in college level english, math, and science courses according to test results and relevant to individual goals.
2. Workshops on research and field experience of health science occupations (speaker forum).
3. Part-time health related jobs provided for each student (on and off campus).
4. Academic and financial aid advising for Fall Quarter '77.
5. Learning skill and group study sessions
6. Intercultural and recreational activities.
7. End of quarter advance registration for Fall Quarter (complete application forms to include participants of other state post-secondary institutions).

V. Cost Analysis:

A. University of Utah to Provide:

1. Coordinator and Center
2. Partial Staffing (See Part I)
3. Classroom space, recreational facilities, and equipment
4. Supplies, paper, pencils, and instructional material

5. Travel to and from the Summer Institute for fifty students approximately \$10.00 per student (total \$500.00)
 6. Part-time jobs for students
 7. Testing program
- B. Weber State College to Provide:
1. Partial staffing (see Part I)
 2. Field trip facilities
- C. Utah Technical Colleges (Provo and Salt Lake) to Provide:
1. Partial staffing (see Part I)
 2. Field trip facilities
- D. Utah State Board of Education and School Districts to Provide:
1. Room per student (on-campus dormitories), \$6.00 per day, 37 days, Total = \$11,100.
 2. Meals per student (on-campus) \$6.00 per day, 37 days, Total = \$11,100.
- Total State Board Outlay = \$22,200
- E. Financial Aids:
1. BEOG and others to provide tuition and books (Application deadline: May 13).
 2. Work-study

College Health Science Experience

I. Participants

- A. Twenty-five Ethnic Minority Students
- B. Counselors and Instructors
 - 1. University of Utah
 - a. 1 counselor
 - b. 2 instructors
- C. Part-time Health Science Jobs
 - 1. Health science colleges
 - 2. Local hospitals
 - 3. Downtown health centers

II. Selection

- A. The 25 minority students will be selected by the Advisory Committee to the Program Coordinator for Health Sciences from the pool of students interviewed by the recruiters, high school counselors, teachers and administrators, on the basis of academic performance, and health science career interest.

III. Purpose:

- A. Identify Academic Abilities and Deficiencies of Each Student
- B. Determine Health Science Career Interests
- C. Work Study Program. Student Works Part-time in Health Related Job. Opportunity for students to explore career options in various allied health fields.
- D. The summer program will give disadvantaged students a head start into college and in particular health science studies where as a result they will gain entry into an excellent job market. The end result being that students from disadvantaged backgrounds can contribute towards the well-being of the underserved communities, and can achieve a personal goal otherwise unattainable.

IV. Program:

June 1977 (week before Summer Qtr.)

- 1. Identify academic abilities and deficient learning skills in English, math, science through testing.
- 2. Career interest tests administered to students.

Summer Qtr. '77

- 1. Students enroll in college level English, math, and science courses according to test results and relevant to individual goals.
- 2. Workshops on research and field experience of health science occupations (speaker forum).

3. Testing to determine each student's knowledge of health science occupations.
3. Part-time health related jobs provided for each student (on and off campus).
4. Academic and financial aid advising for Fall Quarter '77.
5. Learning skill and group study sessions
6. Intercultural and recreational activities
7. End of quarter advance registration for Fall Quarter (complete application forms to include participants of other state post-secondary institutions).

V. Cost Analysis

- A. University of Utah to Provide (apart from Center):
 1. Partial staffing (see part one)
 2. Classroom space, recreational facilities, and equipment
 3. Travel to and from the Summer Institute for twenty-five students - approximately \$10.00 per student (total \$250.00)
 4. Practical experience positions
 5. Testing program
- B. Ethnic Minority Student Health Science Center to Provide:
 1. Coordinator, Center facilities, and 2 counselors
 2. Tuition for twenty-five students - \$175 per student, Total=\$4375
 3. Practical experience salaries - \$368 per student, 25 students, Total=\$9200

Total Center Outlay = \$13,575

April 25, 1977

CONTACT HIGH SCHOOLS

The following high schools have been contacted, and their vocational counselors notified, of our Health Science Summer Program:

1- Granite School District:

- a- Cyprus High School
- b- Granger High School
- c- Granite High School
- d- Kearns High School

2- Jordan School District:

- a- Bingham High School
- b- Hillcrest High School
- c- Jordan High School

3- Salt Lake City School District:

- a- South High School
- b- West High School
- c- East High School

4- Tooele School District:

- a- Tooele High School

THE UNIVERSITY OF UTAH

John A. Olson, M.D.
Vice President for Health Sciences

Luciano S. Martinez
Program Coordinator for Health Sciences -
Minority Affairs

April 25, 1977

Vocational Counselor
Hillcrest High School
7350 South 900 East
Midvale, Utah 84047

Dear Counselor,

This is just a brief letter to let you know what is happening with our Summer Program in the Health Sciences:

- 1- We are interested in bringing students who are currently seniors in high school up to the University of Utah for a ten week period starting June 13, 1977 and ending August 19, 1977.
- 2- These students should be interested in a health science career, be "disadvantaged", and be willing to take 10 hours of college course-work during summer quarter.
- 3- Part-time jobs will be provided for each student. These jobs will be career oriented, and will probably be at one of our health science colleges (medicine, nursing, pharmacy, health, or social work), or in a local health agency.
- 4- Students will be paid \$2.30 an hour for 20 hours of work each week, and \$2.30 an hour for 10 hours of schooling each week.
- 5- Both minorities and non-minorities are welcome, but they must qualify under current CETA economic guidelines.
- 6- The deadline is May 10, 1977.

Please make a strong effort to refer some students to us for this program, as we feel that it is a good opportunity for these students to find out what a health science career is all about. To make an appointment for consultation with one of our counselors a student can reach us at 581-3923. We are located at 405 Park Building.

Thank you for your consideration.

Sincerely,

Luciano S. Martinez
Program Coordinator for
Health Sciences-Minority Affairs

LSM/mm cc: South Bingham East
granite Cyprus
near latest SALT LAKE CITY 84112

AGENCIES CONTACTED

- 1- Educational Talent Search - University of Utah
- 2- Upward Bound - University of Utah
- 3- Ethnic Affairs Center - University of Utah
 - a- Lento Maez-Chicanos
 - b- Lacey Harris-Native Americans
 - c- Leonard Woods-Black Americans
- 4- NAACP
- 5- Blacks Unlimited
- 6- Rev. Davis, Pastor, First Baptist Church
- 7- SOCIO
- 8- Native American Indian Consortium
- 9- LUCAC
- 10- SER

THE UNIVERSITY OF UTAH

John A. Dixon, M.D.
Vice President for Health Sciences

Luciano S. Martinez
Program Coordinator for Health Sciences -
Minority Affairs

July 29, 1977

Dear

As you know, this is the initial summer of our Health Science Program. The program is oriented to the academic as well as the work experience in the field of Health Sciences. Currently, there is a student placed under your supervision in a related capacity. Therefore, it is one of our objectives at this midpoint in the program to assess the overall progress of the student and the work experience by you as the supervisor.

An immediate response would be appreciated due to the fact that our own mid-term report is forthcoming.

Thank you for your attention,

Sincerely,

Becky Jones
Becky Jones

Ken Jee
Ken Jee
Student Counselors for
Health Sciences-Minority Affairs

BJ:KJ/mm

Please answer the following questions thoroughly:

1- Please describe your job duties.

2- How does your job relate to your career and educational goals?

3- Do you feel underqualified or overqualified for your job?

4- Is this the type of job you would like to continue with during the school year?

5- Do you receive proper supervision during work?

6- Do you get along with your fellow workers?

7- Do you feel your work is important?

The following is an anonymous questionnaire that will help us assess the success of the summer health science program. Please be honest and thorough in answering the following questions:

- 1- Would you recommend the summer program to a friend? Why?
- 2- Did the program inform you more completely about your major or help you in deciding on a career or major?
- 3- Did you attend the seminars? When you missed them, what were the reasons?
- 4- What were the most and least liked seminars?
- 5- Do you have any suggestions for seminars in the future?
- 6- Did your counselors help you in solving your problems at the university?
(Name counselor)
- 7- Was the counselor knowledgeable about major requirements, registration procedures, etc?
- 8- Do you have any general complaints or comments on how the counselors can be more effective?
- 9- Did you find your classes more or less difficult than you anticipated?

- 10- How many hours did you study each week?
- 11- Did your work and class schedule allow you enough time to study?
- 12- Did you encounter any major problems with adapting to college?
- 13- Do you have any general suggestions on improving the summer program?
Please be thorough.

1. Do you feel the student has had a sufficient background to handle the necessary work?
2. Give a brief description of the students job and how it might relate to their career or education goals.
3. Does the student show responsibility and punctuality?
4. Has the student proved helpful in the lab or office?
5. Would you be willing to supervise another Summer Health Science student next year?
6. General comments and/or suggestions.